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WHAS

Western Kentucky University

Earl Moore

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WHAS Broadcast No. 75

Tuesday, January 18, 1938

3:30-4:00 p.m.

From Extension Studio in Bowling Green

Strings and Voices

"College Heights."

Moore

Western Kentucky State Teachers College greets

you all both great and small with the words of our
college motto - - -

Voices

Life More Life.

Moore

Life More Life is our motto and our wish for all
our listeners.

Piano

Chords.

Moore

Heard on today's program will be our studio ensemble
and a discussion of the vital subject "Conservation of our
Natural Resources," by members of the Geography Department.
The opening number by the studio ensemble, Chester N. Chammon
conducting, is a portion of Oliver Wendell Holmes's "The
Chambered Nautilus," set to music by Mark Andrews. The
solo part is taken by C. O. Evans, Jr.

"Build thee more stately mansions, O my soul,

As the swift seasons roll!

Leave thy low-vaulted past!

Let each new temple, nobler than the last,

Shut thee from heaven with a dome more vast,

Till thou at length art free,

Leaving thine outgrown shell by life's unresting sea!"

air timing
30:00

31:15

32:05

Strings and Voices"Build thee more stately mansions."

35:16

Moore

Before the program is over the ensemble will be heard in other numbers. We turn now to the symposium on "Conservation of Natural Resources." We present first Miss Ellen Jeffries, head of the Department of Geography and Geology in Western Teachers College. Miss Jeffries is also honorary president of the Pennyroyal Council of Geography Teachers. In response to a suggestion from a city superintendent, she is proposing what may be called a geographical creed. Miss Jeffries.

35:46

Jeffries

We believe that the greatest handicap to social and cultural progress is the insufficiency of available economic means to achieve social aspirations and to satisfy cultural desires.

We believe that the most deplorable of all waste is that of a people who do not know how to utilize their own resources; and who because they do not understand what they could do, passively accept things as they are; thus becoming a dependent group, a backward region, or an exploited country.

We believe that, since all people must live on the earth deriving from its resources their sustenance, prosperity and security, an essential part of the education of any group is a knowledge of earth conditions and human relationships within their home region and of the inter-dependence of the regions of the world.

We believe that the universal possession of such understandings can be made the foundations for regional, national and, eventually, world planning so well related as greatly to alleviate the unhappiness caused by economic strife and international conflict.

We believe that such planning must have legislative programs. But such programs will fail without a positive cooperation based upon such changes of outlook and attitudes as result from study and understanding.

We believe that in the scheme of public education geography alone affords the opportunity for this type of study; therefore, it is geography which makes this specific contribution to a better social order.

To have merit a regional plan must accord with the authentic facts of both the human and natural background, and these facts must be so co-ordinated as to take on meaning in the interpretation of a region as a whole before they can be helpful in building a program.

Concerning the natural set-up we have the authentic facts provided by geologists, biologists and other scientists. This knowledge is quite adequate for studies in specific fields, but each group of phenomena constitutes only a part of the natural whole.

Likewise each social science tells us about the human motives, movements and relationships involved in man's progress, but these also need to be co-ordinated with each other and related to the natural environment for all of these forces both human and natural are operative in the same region at the same time. The geographer looks at the resultant of all these forces. What he sees is a geographic region.

The geographer takes a region as it is today, draws on any available source for facts, interprets the people, traces out the relationships between their present life and their natural environment, invents their resources, appraises the effects of natural forces within the region and interprets so far as he can the regional whole. Some such study and technique must be employed before a plan can be effective and the results of such studies must reach the people before we have an understanding citizenship.

Our department at Western organizes its courses with these objectives in view. We try to arouse a permanent interest in state, national, and foreign affairs through an understanding of the nature of such problems, and to give students methods of reading and investigation to aid them in the studying of such problems as the demand for such studies arises.

39:40

Moore Thank you, Miss Jeffries. And now Dr. Judson R. Griffin, who teaches the course in Conservation of Natural Resources in Western Teachers College, will summarize the conservation movement in the United States and the relationship which a college department of geography sustains to this work. Dr. Griffin.

39:58

Griffin A democracy is founded on the principle that the natural resources of a country are the heritage of the people and should be used for the benefit of all. The occupation of our continent and the expansion of our people over it was accompanied by an unprecedented destruction of the natural landscape. With this expanding growth of our people over the continent and the necessary growth of industry it was thought that our resources were unlimited and inexhaustible. Many people to this day are still of this belief. Such, however, is not the case. Our natural resources are very limited. Since our needs for industrial raw material are much better known today than in the past, it is our obligation to exercise the greatest care in the utilization of these resources. Far too much in the past our soils, our waters, our minerals, our timber, and our land have been tragically wasted through widespread spoliation and misuse. Conservation has for its aim the correction of this abuse and a more intelligent use of our resources.

Conservation does not mean hoarding nor does it mean restriction from use but simply the elimination of waste and wasteful practices in the use of resources.

Since the problem of conservation is of vital importance to every citizen, it is necessary to acquaint them with the resources we have and methods by which this wastage may be checked. The conservation movement is due to the efforts of scientific men. In 1873 at the American Association for the Advancement of Science a memorial was presented calling for the better use of our forests. This has been considered as the beginning of conservation in this country. As a result of this paper, the Bureau of Forestry of the Department of Agriculture was established. The National Academy of Science has had an active part in the promotion of conservation since 1897.

Conservation received its first big impetus during Theodore Roosevelt's term as President. It was due to his efforts that the White House Conference on Conservation was held on May 13, 1908. Besides the president and vice-president there were at this conference the Cabinet, the Justices of the Supreme Court, many members of Congress, thirty-four governors and representatives from the other states, governors of all the territories; representatives of more than 68 of our National societies and many others.

After this conference a National Conservation Committee was appointed. For the first time in history an inventory of our natural resources was taken and reported by them to the people. The conservation movement then suffered many relapses until President Franklin D. Roosevelt took office in 1933. Because of the fact that the nation was then in the midst of a depression, many measures were passed in order to move the nation once more back to a normal course. The National Resource Board was appointed, charged with taking another inventory of our resources and reporting this to the people. Once again we have been made "conservation minded." Through all this growth and development of conservation geographers and geologists have taken a leading part in acquainting the people with the drastic need for conservation. The geographer and geologist also have been doing most of the teaching in conservation, both as a subject and as a field of study from the elementary schools to the colleges. Western's Department of Geography and Geology has long aided in this movement. A survey course in conservation is given in which the history, the need of, and the latest practices of conservation are discussed. Besides this classroom study, field excursions are taken to areas showing actual demonstrations of practical conservation as carried on by the various branches of our government.

73:41

Moore

Thank you, Dr. Griffin. At this point in our consideration of the conservation of natural resources, what could be more appropriate than to hear "America, the Beautiful," the words

of which Katherin Lee Bates was inspired to write nearly half a century ago by a visit to Pike's Peak.

Ensemble "America, the Beautiful." (3 stanzas)

Moore In continuation of the symposium on "Conservation," we shall hear Miss Mary E. Marks, instructor in the teaching of geography, discuss the part played by visual education in the conservation movement. Miss Marks.

Marks Visual education has become so much a part of our modern system that it hardly needs an introduction to any audience. The public today is decidedly eye-minded and those things that pass into consciousness through the eyes register in a way that probably no other material does. It becomes real! It actually exists and cannot be denied. The conservation departments of both our state and national governments have taken advantage of this phase of education and are using several forms of visual instruction to drive home the truths they want the public to know.

Through the Department of Interior at Washington and the Extension Department at the University of Kentucky, films and slides are available for use by organizations or responsible individuals who are willing to bear the expense of transportation. These aids are excellent from the standpoint of selection and are thoroughly worthwhile. This material, however, is used chiefly by schools or organizations already interested in conservation and serves to illustrate the ideas already conceived or the principles taught. On the other hand, the general public

gets its impressions chiefly from the occasional picture published in the newspaper or magazine. In the midst of the news of the day is the picture of a gully-scarred hillside, or a flooded valley resulting from the clearing of steeply sloping hillsides or mountains. The popularity of the still picture has been shown by the immediate success of the picture magazines which have been introduced in recent years.

This popularity of pictures among the people of our country, puts into the hands of the geographer a keen-edged tool which if used efficiently will be of untold value to the conservationist. With this goes the responsibility to see that it is used efficiently. The lay reader should be able to interpret what is in the picture as easily as he does the printed page. We do not expect an individual to be able to read, just because he can see, nor should he be expected to read a picture without being taught. For geographical interpretation it is the duty of the geography teacher to help children get the greatest amount of value and consequently the greatest pleasure from seeing pictures.

The geography department at Western has been attempting to make its contribution to the proper use of visual aids, for many years. During 1937, it received a handsome gift in the form of a visual library from Ewing Galloway, the internationally known commercial photographer of New York. Mr. Galloway is a Kentuckian by birth and has long been interested in geographical

pictures. The library which is known as the "Ewing Galloway Visual Library," consists of a thousand original prints, eight by ten inches in size. The quality of the pictures is such that the clearness of details makes it possible to discern many items which in ordinary pictures could not be detected. These pictures have been carefully selected and include scenes from all parts of the world. Through the use of them the dug-out on the Congo or the llama packtrain in the Andes becomes as much a part of the actual existence as the passing automobile which you see from your window. It is hoped that also by them the great gully-scarred landscape of the Southern Appalachians or of the Rockies may give warning that the unwisely cleared hillsides of our own farms are helping destroy the wealth of our nation.

If the old adage that "seeing is believing," is true, visual education has an important part to play in the conservation of the life and property of our nation. For it is now possible to put before the public scenes of faraway places or nearby landscapes that will demonstrate the principles of conservation which all of us need to know.

50:49

Moore Thank you, Miss Marks. The Geography Department of Western Teachers College maintains a departmental club for its students. At this time we present one of our seniors, who is a major in geography and president of the Club, Mr. Merle Lamon, of Louisville.

51:10 Lamon Our club known as the Semplia (spelled S-e-m-p-l-i-a) was named for Miss Ellen Churchill Semple, who was the first and still is recognized as the greatest American writer in the field of human geography. Her masterpiece, "The Influence of Geographic Environment," is found in all large geography libraries in America and Europe. In as much as Miss Semple was a Kentucky woman and a lecturer in a number of American colleges including Western, it seems fitting that we call ourselves the Semplia.

This club is composed of local geographers and majors and minors in the department. Since these members are students interested in the field of geography, the purpose of the club is readily suggested, this being to broaden the information of its members. In seeking this purpose, it gets the hartist cooperation of the department, and in turn cooperates to the fullest extent in putting over any programs recommended by the department.

Each year in addition to putting on the scheduled programs, the club works out a series of programs for the succeeding year. Last year the programs were based on conservation of our natural resources. This year, again in keeping with recent legislation of our national government, programs of a like nature are being put on, having already discussed projects such as the T.V.A. and Boulder Dam.

At the end of each year's work, it is customary for the club to have a banquet. For our speaker ,we secure an individual who is well versed in the special branch of geography on which our programs have been based. Last year we were fortunate to have as our speaker, Mr. Tom Wallace, Editor of the Louisville

Times and Kentucky's most noted conservationist. This year we hope to get someone who is also outstanding in this field.

53:08

Moore We turn again to Mr. Channon and his studio ensemble to hear Edwin Green's "Sing Me to Sleep."

Ensemble "Sing Me to Sleep."

Moore Some of the members of the Vocal section of our ensemble will be leaving use before the next program. I take this opportunity to thank them for their work with us for a number of months. The students in the vocal section are: Virginia Strohman, Myrtle Page, Olive Seaton, Kathleen Scott, James Humphries, Gilbert Scarbrough, Vernon Hale, Lillie Lee Miller, Mary Gear, Mary Frances Ford, Ann Robertson, Marion Dexter, Robert Powell, Tyler Hoskinson, Frank Baird, and C.O. Evans, Jr.

Prompted by the talks today on our forests and other forms of natural resources, we leave with you these words of Ralph Waldo Emerson:

"In the woods - - - a man casts off his years and - - and at what period soever of life, is always a child. In the woods, is perpetual youth - - - In the woods, we return to reason and faith."

Strings "College Heights," fading for:

Moore And so concludes the seventy-first program in this series coming to you each Tuesday from the campus of Western Teachers College in Bowling Green. Today you have heard

Miss Ellen Jeffries, Dr. Judson R. Griffin, and Miss Mary E. Marks, of our Department of Geography and Geology, discussing "Conservation of Natural Resources;" Mr. Merle Lamon, a senior; and our studio ensemble of student musicians, conducted by Chester N. Channon.

The order of the day when we meet on the air next Tuesday will be scenes from Shakespeare with appropriate music.

This is Earl Moore saying goodbye until next Tuesday at 3:30 o'clock C.S. T. and wishing you Life More Life.

(Strings up and continue)

59:28